DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Leadership and Professional Studies

2. EDH (Alpha Prefix) | 6 (1st Digit) | (Last 3 Digits) | ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Diversity and Social Justice in Higher Education

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Div Soc Just High Ed

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Higher Eduation

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   An introduction to diversity and social justice, exploring racism, sexism, ableism, classism, and other related topics.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    Students will explore issues of diversity and social justice in higher education.
    Students will learn advocacy skills to enhance their skills as change agents

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    _____
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Benjamin Baez (Type name) BB (Signature) 10 / 24 / 20 18

baezb@fiu.edu (Email address) (Phone number)

Chairperson (Dept./Div.) Benjamin Baez (Type name) BB (Signature) 10 / 24 / 20 18

Chairperson (Curr. Comm.) Kenton Harris (Type name) (Signature) 11 / 2 / 20 18

College/School Dean Michael Heithaus (Type name) (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for New Course

Description of new course:

EDH 6XXX Diversity and Social Justice in Higher Education

An introduction to diversity and social justice, exploring racism, sexism, ableism, classism, and other related topics.

Rationale:

This proposed course will meet a constant demand by our masters students to have a course addressing specifically issues of discrimination and possible solutions. While our other courses touch on these issues, this proposed course will be dedicated entirely to them.

Moreover, the proposed new course will also be added as requirement for the Graduate Certificate in Academic Advising (program change materials submitted simultaneously). This new requirement will replace a course coming out of the Counselor Education (Cross Cultural Counseling), which is intended for students seeking to become mental health professionals. Our students will not become mental health professionals, unless, of course, they enter such a counseling or psychology program later. What our students need is to be cognized of issues related to cultural and social differences, and the proposed course will satisfy this need.

Florida International University
Department of Leadership and Professional Studies
School of Education
Instructor: Dr. Rebekah Schulze

Spring 2019 Semester

EDH 6935 – Diversity and Social Justice in Higher Education

INSTRUCTOR: Rebekah Schulze, Ed.D.
Office Phone: 305-348-4562
Office: ZEB 363B
E-mail: rschulze@fiu.edu (best way to make contact)
Office hours: Tuesdays 12-2 and Thursdays, 3-5

Three (3) semester hours

Class dates: *January 10-April 11*
Class time: Thursdays, *5:00 p.m. to 7:40 p.m.*
Location: *GC 286*

COURSE DESCRIPTION

This course is an exploration of power, privilege, social identities, social justice theories and multicultural issues and practices within the context of higher education. We begin by offering foundational definitions of terminology used throughout the course and delve into understanding systems of oppression, privilege, power, and activism. We then explore and discuss specific social identities, returning again to think about identity through a social justice lens. Some questions to consider when thinking about your learning in this course:

1. How do you define social justice? Privilege? Oppression?
2. What do you hope to learn about yourself and others in this course?
3. How are your feelings, attitudes, and behaviors shaped by your concept of justice?
5. With which target/agent groups do you identify?
6. What social identities do you understand the least?
7. How may this learning influence your own educational practice?

REQUIRED TEXTS

Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.). (2013). *Readings for diversity and social justice* (3rd ed.). New York: Routledge.

Mitchell, D., Simmons, C. Y., & Greyerbiehl, L. A. (Eds.). (2014). *Intersectionality & Higher Education: Theory, Research, & Praxis*. New York, NY: Peter Lang.

Rothenberg, P. (2016). *Race, class, and gender in the United States: An integrated study.* New York: Worth Publishers

Other readings will be assigned on Canvas. Readings will include, but will not be limited to:

COURSE GOALS and OBJECTIVES

The purpose of this course is to orient future leaders in higher education to the increasingly multicultural society and workforce. Our future depends on positive and successful interaction among various cultural and identity groups especially in an increasingly diverse demographic. As education professionals, how will you ensure that all students, faculty, and staff are treated equitably? How will you educate others so that they understand their role in creating a more just society? What will you do to create a "culture" of social justice in your own professional practice?

In this course, students will learn:

1. Issues that may arise requiring a social justice analysis (e.g., racism, sexism, heterosexism, ableism, classism).
2. Approaches to advocating for social justice.
3. Past and current theory, research, and practice on effective leadership on social justice issues using multidisciplinary perspective
4. Systemic barriers and challenges, leadership and organizational development, social justice strategy frameworks, and community-building issues involved in social justice and advocacy work in organizational settings.
5. Developmental stages of organizational change and community organizing.
6. Human relations skills - including leadership, communication, and collaboration for effectively addressing social justice issues;

COURSE FORMAT

The format of the course will consist of two primary components: (a) lecture/discussion, and (b) practical application/experiential activities. The lecture/discussion component will focus on various theoretical dimensions of the major conceptual systems and pedagogical strategies for approaching social justice issues. Discussions will include lecture information, outside reading assignments, and relevant topics that raised during class. Discussions place primary responsibility on students to read and to reflect upon assigned reading materials, to raise questions, to discuss issues relevant to the readings, and to discern differences between their

knowledge and opinions. The course may also incorporate guest speakers who will share their knowledge and expertise with advocacy and change in educational and community settings.

The practical application/experiential activities component will assist students in filling gaps between theory and practice through exercises. In addition, this component will help students apply philosophical and theoretical aspects of the major conceptual systems and theories of social justice to real-life situations and clinical cases.

Summary of Assignments and Due Dates

- The objectives of this course will be pursued through assigned readings, class discussion, class activities, written assignments, and presentations. Final evaluation of your work will be based on the quality of all of your written work, presentations, and participation in class discussions.
- Deadlines are as stated on the syllabus and assignments will be submitted at the beginning of class on the due date. Late assignments will not be accepted unless cleared with the instructor in advance.
- The following assignments have been designed to challenge you to demonstrate your knowledge of the theoretical content of the course, and the practical application of theories describing college students' growth and development:

Assignments	Due Date
Attendance/Participation (10)	Weekly
Critical Reflections/Reactions(6 total, 5 points each, 30 points)	Ongoing
Social Justice Timeline (20 points)	2/21
Keynote Speech (20 points)	3/21
Challenge by Choice (20 points)	4/4

All written work should reflect graduate level work. Spelling and grammatical errors are not acceptable. Please follow the reference style guidelines contained in the *Publication Manual of the American Psychological Association* (6th ed.) (2009) -- aka "APA Manual."

GRADING SCALE:

Students are eligible to earn a total of 100 points for this course. Final grades will be distributed as follows:

A	94-100	A-	90-93
B+	87-89	B	83-86
B-	80-8	C+	77-79
C	73-76	C-	70-72
D+	67-69	D	63-66
D-	60-62	F	59 - Below

COURSE REQUIREMENTS:

1. Class Participation. Students should arrive on time and fully participate verbally and nonverbally for the entirety of each class session. Students should attend every class, complete assigned readings, formulate understandings of how they apply to advocacy efforts *before* class, and prepare to participate in class discussions and activities. We will engage in experiential activities when feasible, and students are expected and encouraged to participate.

   Should students have a situation that requires an absence from class, please contact the instructor beforehand. However, more than two absences will impact a student's grade. Our class serves as a *community*, and absences impact others' learning.

2. Critical Reflections & Reactions. To help facilitate your reflective process, you will be required to submit six (6) reflective essays on your learning, development, and experiences regarding your growing self-awareness, increasing diversity knowledge, and developing skills. In each reflection essay, in addition to drawing explicitly from the course material, consider referring specifically to other experiences (i.e. class discussions, current news/media, professional interactions) that have influenced your thinking. Use the generic questions below to help you frame your reflections. These essays should not simply be a recounting of an experience you had, or a simple summary of something you read. You must delve deeper—what meaning is there, what connections exist, how does the reading or experience expand your knowledge and skills, how does it challenge you, how does it create an opportunity for you to be a change agent (or not)?
   a. What ideas were new to you - eye openers. How and why did they make you think differently about diversity, multiculturalism, power, privilege, and social justice?

b. Which points in the chapter/article were well substantiated, questionable or wrong. You may agree with a point the author made, but believe they did not make a strong enough case. Strive at times to examine the logical development.
c. In what ways does a chapter/article for one week compare to previous week's readings?
d. What are the implications of this chapter/article for improving current policies and practices?
e. Did the material introduce you to anything about which you want to learn more?
f. How does a particular chapter/article shed light on an educational issue that concerns you?

Your first and last journal entries will have specific prompts provided from me and will be on Canvas.

3. Social Justice Timeline

Each student will present a description of their life story using a metaphor that represents their experience with various social justice issues. Their story may contain the following elements: background information on loved ones, childhood, experiences at FIU or other institutions, and significant life events that have shaped who them. Please think intentionally about all the various aspects of your identity as you prepare this project. Metaphors previously used have included photo collages, iMovies, cubes, music, and books.

Exceptional work on the timeline includes a high level of creativity, excellent presentation, and examples of thoughtful reflection. Basic work will include a solid presentation with fewer examples of reflection and creativity. Poor work will include a less than acceptable presentation with very few examples of reflection and creativity.

4. Keynote Speech: Securing Our 21st Century Future: The Role of Diversity in Higher Education

Congratulations! You have just been asked to give a keynote speech to the upcoming higher education conference in your state. The conference chair has asked you to talk about the role of diversity, multiculturalism, and social justice in higher education and on our campuses, especially given the current political climate not just in the U.S., but in a number of other countries and locales around the globe. As a starting place, she has provided you with this quotation from Daryl Smith's book:

> Diversity is a powerful agent of change. Indeed, diversity is an imperative that must be embraced if colleges and universities are to be successful in a pluralistic and

interconnected world. While technology has long been recognized as a transformative element of society, the dynamics of diversity are reshaping the world and its institutions with equal impact. Like technology, diversity offers significant opportunities to fulfill the mission of higher education and to serve institutional excellence, albeit in new ways. The question is not whether we want diversity or whether we should accommodate diversity, for diversity is clearly our present and our future. Rather, it is time to move beyond old questions and to ask instead how we can build diversity into the center of higher education, where it can serve as a powerful facilitator of institutional mission and societal purpose.
[Smith, D. (2015). *Diversity's promise for higher education (2nd ed.)*. Baltimore: Johns Hopkins University Press.]

For this assignment, you will write and deliver a 5-7 minute speech entitled "Securing Our 21st Century Future: The Role of Diversity in Higher Education" addressing what you see as the need for, and the role of, diversity, multiculturalism, and social justice in higher education and on our campuses. You should use all available information you have been learning from our class, plus any other outside resources you deem appropriate to craft your speech. You will present these in class – you may present them live or as a pre-recorded video. These will all be due to Canvas on 3/21, but will be presented in class on class 3/21, 3/28, 4/4 and 4/11. Sign-ups will take place on Canvas.

Your speech will be evaluated according to the following criteria:

Use of Time: the speech is balanced and an appropriate amount of attention is given to each major point or content area; the presentation makes full use of the time allocated – it does not seem rushed or superficially drawn out, and does not end too early or go past the designated ending time.
Delivery: information is presented in a motivating manner and seems designed to pique the interest of the audience.
Content: the topic areas of the speech are covered comprehensively and in appropriate depth and detail -- but not in an overindulgent manner; the presentation stays coherently centered on the primary points being made.
Critical Thinking: the speech demonstrates critical thinking skills appropriate to a graduate-level class; statements of opinion are reinforced by empirical evidence or outside research.
Proactive Bias: the focus of the speech is on application of the material as opposed to just describing, summarizing or critiquing what is covered.

5. Challenge by Choice Project:

You may choose one of the two following assignments:

Change Agent Luminary
Choose a role model for social justice activism, interview them, and write a profile of them fit for a magazine publication.
Change Agent Resource Guide
Select a social justice topic. Describe the issues related to this social justice topic as it relates to FIU and the US. Create resources for students who wish to advocate for change including nonprofit advocacy groups, awareness campaigns, other programs.

POLICY ON ACADEMIC HONESTY:
FIU policy here.

SPECIAL LEARNING NEEDS:
FIU information here

COURSE CONTENT AND OUTLINE (Weekly Schedule, Including Topics Covered, and assignments; additional readings and invited guest speakers may be posted in Canvas, as announced)

Weekly Sessions	Topic	Assignments
Jan 10	Course Introduction Syllabus Review and Expectations	
Jan 17	Intro to Diversity, Multiculturalism and Social Justice	Adams, Section 1: Readings 1, 2
Jan 24	Conceptual Foundation - Social Justice	Adams Section 1: Readings 4-7

		DUE: First Reflective Essay
Jan 31	Conceptual Foundation - Intersectionality	Mitchell: Ch 1, 3, 9
Feb 7	Exploring Race	Mitchell: Ch 4,5 Rothenberg: Prt I Ch 1-3
Feb 14	Exploring Race	Adams: Section 2: Readings 8, 9, 11, 14, 15, 23, 24 Rothenberg Part II: 2 & 3
Feb 21	Exploring Class	Mitchell: Ch 15 Rothenberg: Part II Ch 9, 10 Adams: Section 3: Readings 26, 27, 29, 30, 31, 35, 40, 41 *DUE: Social Justice Timeline*
Feb 28	Exploring Gender	Adams: Sections 3: Readings 60-64, 70, 73 Mitchell: Ch 11, 12 Rothenberg: 4, 6
March 7	Exploring Sexuality	Adams: Section 6: Readings 77-80, 82-85 Mitchell: Ch 7, 26 Rothenberg: Part I: 5, 7, Part II: 5,
March 14	NO CLASS – SPRING BREAK	
March 21	Exploring Transgenderism	Adams: Section 7, Readings 86, 87. 89, 92-94 Rothenberger: Part I Ch 7 *DUE: Keynote Speeches*
March 28	Exploring Religion	Adams Section 10 Readings: 127, 128, 129, 130, 133, 135 Mitchell: Ch 19, 21, 23

April 4	Exploring Ableism	Adams: Section 8 Readings: 95, 96, 97, 98, 99, 100, 104, 105, 108, 110, 113 Rothenberger: Part I Ch 9 *DUE: Challenge by Choice Project*
April 11	Final Class/Wrap Up Educational Practices	Adams: Section 10 Readings: 127, 128, 129, 130, 133, 135, Mitchell: Ch 19, 21, 23 *DUE: Final Reflective Essay*

2b_EVR4XXX_

DO NOT TYPE IN THIS BOX
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FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education
   Div./Dept. in Which Taught Earth and Environment

2. EVR (Alpha Prefix) | 4 (1st Digit) | (Last 3 Digits) | C ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Applied Ecology Field Excursion

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Appl Ecol Fld Excursion
LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

A hands-on learning experience in how ecosystems and their characteristic plant and animal species function. Involves a multi-day field excursion to a landscape of ecological and management interest.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** BSC 2011 and BSC 2011L or permission of instructor

9. **Corequisite(s):** none

10. **Objective(s) of Course:**

To provide a hands-on learning experience in ecosystem structural and functional analysis and to understand complexities in sustainably managing ecosystems.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**
Biological Sciences

13. **Is this course used for the assessment of a program or a certificate (If yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Michael Ross (Type name) — (Signature) — 10 / 11 / 20 18
rossm@fiu.edu (Email address) — 305-348-1420 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) — (Signature) — 10 / 11 / 2018

Chairperson (Curr. Comm.) (Type name) — MAUREEN WALTER (Signature) — 11 / 2 / 2018

College/School Dean MARILEE CIGALES (Type name) — (Signature) — 11 / 07 / 2018

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Course Change Justification
EVR 4XXXL Applied Field Ecology
Remove Course as Requirement of Natural Resources Sciences Major

We are proposing a new course EVR 4XXX - Applied Ecology Field Excursion, that will largely replace EVR 4596L. The new course will focus on an off-campus site and multi-day field experience. The new course will add interdisciplinary elements and group learning activities that are not feasible in a local setting. We are not completely deleting this course at this point but rather are removing it as a required course for the Majors in the Natural Resources Sciences.

Florida International University
Department of Earth and Environment

EVR 4XXX – Applied Ecology Field Excursion
Instructor: Dr. Michael Ross (AHC5-367)
Phones: Office: (305-348-1420)
Cell (emergencies): 305-781-4986

Text: None to purchase. Readings associated with individual sessions will be made available electronically by the instructor.

Course Description:
A hands-on learning experience in how ecosystems and their characteristic plant and animal species function. Involves a multi-day field excursion to a landscape of ecological and management interest.

Prerequisites:
BSC 2011 and BSC 2011L or permission of instructor

Course objectives: (1) to have a hands-on learning experience in how ecosystems and their characteristic plant and animal species function within human-impacted and relatively non-impacted landscapes, (2) to understand the complexities in managing public or private lands in a sustainable way, and (3) to gain experience with sampling strategy, field methods, and effective interpretation and reporting of ecological data for management and scientific purpose.

The class is organized around a 1-week field excursion during Spring Break, in which students will immerse themselves in the ecology and resource management of a region of the southeastern U.S. In 2019, the excursion will focus on the Florida scrub and adjacent prairies and wetlands of the lower Lake Wales Ridge, using the Archbold Biological Station as the base. During class sessions before the excursion, students will learn about the history, climate, physiography, and plant and animal communities of the area. During the excursion itself, students will have an opportunity to see and experience these ecosystems, hear from local experts on topics of special interest, and collect data that addresses a question of their choosing. Upon returning to campus, students will analyze and interpret their data, summarize what they learned in a written report, and present their results verbally in conjunction with others studying the same system.

Learning Outcomes: (1) Be able to recognize the major plants and characteristic fauna of the region , and become familiar with the fundamentals of their ecology; (2) Become familiar with essential methods regarding the design, processing, and interpretation of data collected for management purposes (3) Gain experience in working with other scientists in a collaborative effort to answer basic and applied ecological questions; and (4) Develop an understanding of the full panoply of issues facing natural resource managers, using the landscapes of the excursion area as an example.

Course Grading:

	Pct. %	Grade	Pct.
Mid-term Exam	25	A	> 90%
Final Report	25	B	≥ 80-90%
Final Presentation	25	C	≥ 70-80%
Attendance/Participation	25	D	≥ 60-70%
Total	100	F	< 60%

Grading will be based on one mid-term exam (25%), a Final Report on the research project completed during the excursion (25%), a presentation on the results of the research (25%), and attendance and active participation in lecture and excursion activities (25%).

Any impropriety (e.g., cheating, plagiarism) on exams constitutes grounds for failing the course. In cases where students work on commonly collected data, groups may team up on data analysis. However, the text of any lab report must be your own.

I am available in the office till ~7 PM most days. If my light is on, feel free to stop in, but if you want to be sure I have time to work with you, it's best to schedule a meeting ahead of time.

Major Topics, Lectures & In-classroom sessions

Week #	Week Beginning	Topic	Reading	Notable
1	Jan 7	Class organization; concept of text; landscape of the Archbold region		
2	Jan 14	Geology and soils of the region	TBD	
3	Jan 21	Vegetation of region; fire management	TBD	
4	Jan 28	Fauna of region; management of species of special concern	TBD	
5	Feb 4	Water and water management; the headwaters of the Everglades	TBD	
6	Feb 11	Visit to the FIU preserve: arriving at a good ecological question	Feinsinger (2001) Ch 3	
7	Feb 18	Designing an experiment to answer a question	Feinsinger (2001) Ch 4	
8	Feb 25	Using statistics to gain confidence in a result	Feinsinger (2001) Ch 5	
9	Mar 4	Mid-term exam; final prep for excursion		
10	Mar 11	Spring Break: Excursion to Archbold		
11	Mar 18	Data analysis and workup		
12	Apr 1	How to write a scientific paper; more data analysis	Selection from Schimel (2012)	
13	Apr 8	How to present a scientific paper; written papers due	TBD	Written papers Due April 11 midnight
14	Apr 15	Oral presentations of results		

Schedule
Spring Break Excursion at the Archbold Biological Station

Date	Topics	Location
March 10	Travel to Archbold Biological Station, noting connectivity between Kissimmee R floodplain, Lake O, and the Everglades	Leave Miami at noon; Arrive Archbold Biological Station ~5 PM
March 11	Finding a place along the environmental gradient	The Red Hills
March 12	Plant, animals, sand, and fire in the Florida scrub ecosystem	Archbold Biological Station
March 13	Can cattle and nature coexist?	MacArthur Agroecology Center (MAERC)
March 14	Efforts to restore phosphate-mined lands	TBD
March 15	Students collect data or materials for their individual research projects	Red Hills, Archbold, or MAERC
March 16	Return to Miami, with stop at Blowing Rocks Preserve	

FIU | Arts, Sciences & Education

Department of Biological Sciences • College of Arts, Sciences & Education
University Park, Miami, Florida 33199 • Tel (305) 348-2201, Fax (305) 348-1986

5 October 2018

Len Scinto
Associate Professor
Department of Earth and Environment

Dear Len,
I am writing to state our support for the creation of the course in Earth and Environment, *Applied Ecology Field Excursion*. Thank you for addressing Biology Faculty concerns with the previous title, *Ecology Field Excursion*. I wish you the best with the curriculum process going forward. I think it will be great addition to your curriculum.

Sincerely,

Steve Oberbauer
Professor and Chair
Department of Biological Sciences
Florida International University
11200 SW 8th St
Miami FL 33199
Ph:305-348-2580
oberbaue@fiu.edu

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FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education
   Div./Dept. in Which Taught Earth and Environment

2. GLY (Alpha Prefix) | 4 (1st Digit) | (Last 3 Digits) | C ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Introduction to SEM with EDS Analysis

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Intro SEM w/EDS
   LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Introduction to imaging and microanalysis of materials using SEM including EDS and XRF.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** Permission of instructor
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    Students will become familiar with the principles and applications of the scanning electron microscope and operation of the instrument and accessories.

11. **Does this course duplicate/overlap other courses at FIU?** ☐ No ☒ Yes
    If yes, please explain: Will be cross-listed with existing graduate course GLY 5287C, SEM with EDS
12. **What other closely related department(s) have been consulted about this course?**
    None
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Rosemary Hickey-Vargas (Type name) Rosemary Hickey-Vargas (Signature) 10 / 04 / 2018
Hickey@fiu.edu (Email address) 305-348-3471 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) Rene Price (Signature) 10 / 11 / 2018

Chairperson (Curr. Comm.) [illegible] (Type name) [illegible] (Signature) 11 / 2 / 2018

College/School Dean MARCEL CIGALES (Type name) [illegible] (Signature) 11 / 07 / 2018

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Florida International University Department of Earth and Environment

GLY 4XXXC: Introduction to SEM with EDS

Instructor: Dr. Rosemary Hickey Vargas
Office: AHC5 – 394, Tel: 305-348-3471

Justification:
This course will be cross-listed with the existing graduate course GLY 5287C, SEM with EDS. The intention is for undergraduate students in the Earth and Environment Department to take the course concurrently with the graduate course with a less research-intensive focus. For BS in Geosciences and Environmental Studies students, this is an approved upper division elective. The course is open and frequently enrolled by students in other CASE sciences and engineering. The course differs from the graduate version in that students will be given a specimen collection to study. Graduate students are expected to bring specimens they plan to analyze for their thesis or dissertation research.

Syllabus
Department of Earth & Environment
Introduction to SEM with EDS Analysis-GLY-4XXXC-PC-50 (FCAEM)

Instructor:
Office: Phone: email:
Office hours:
Class hours MTWR XX-XX, plus individually scheduled time for instrument use

Course Description:
This is an upper-division undergraduate course for students in the Department of Earth and Environment. Students will learn how to analyze environmental specimens using the scanning electron microscope (SEM).

Objective: To familiarize you with the principles and applications of the scanning electron microscope, including the basic and some advanced capabilities. Operation of the instrument will be emphasized so that you can function as an independent operator of the instrument, for current or future research projects.

Text: Optional: **Scanning Electron Microscopy and X-ray Microanalysis** by Goldstein, Newbury, Joy, Romig, Lyman, Fiori, Lifshin (a copy will be available in the Lab)

Major Topics
Class 1: Syllabus, Sample Preparation, and Scheduling Time

Class 2: An Introduction to SEM and Basic Operating Procedures

Class 3: Instrument Overview and Initialization

Class 4: *Quiz 1* SEM and Column

Class 5: Aberrations, Column Alignment, and Taking Pictures at High Magnification

Class 6: Beam Specimen Interactions, Imaging

Class 7: Pictures at Low Vacuum

Class 8: Quiz 2 and Characteristic X-Rays and EDS Analysis

Class 9: Matrix Effects and Elemental Mapping

Class 10: Particle Analysis & Line Scan

Class 11: XRF Operation

Class 12: *Quiz 3* and Practical Exam

Grading Policy

ATTENDANCE IS MANDATORY. Since this is a workshop format and the material is being taught in such a short period, there will be very little opportunity to make up lab time. FCAEM is a very busy lab and instrument time must be reserved ahead of time. Your final grade breaks down as follows:

Quizzes: 30%
Practical: 15%
Labs: 55%

Scheduling Lab Time:

Apart from the lecture and labs, you will need to schedule time on the SEM to work on your Labs. Please plan on scheduling your time as early as possible. Consult me if you are unsure about the number of hours needed.

Lab Exercises:

1) Sample preparation and coating
2) SEM controls and operation, including remote use
3) Instrument preparation - centering, alignment, adjustment of spot size and voltage, acquiring an image
4) Image collection with secondary electrons (SE) and backscattered electrons (BSE), low vacuum procedures
5) Introduction to the X-ray Energy Dispersive System (EDS) software
6) EDS mapping and line scans

Note: The syllabus may be updated/changed based on laboratory requirements or equipment problems

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE

Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Teaching and Learning

2. LAE | 4 | | | | **CIP Code** *(Leave this blank):* _____

   Alpha Prefix | 1st Digit | Last 3 Digits | "C"-lec-lab "L"-Lab | Cr. Hrs.

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Navigating Theory and Practice in the Secondary ELA Classroom

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Navigating Theory & Pract

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** English Education

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This course will allow advanced undergraduate students to merge their learning in English and Education in order to prepare for their subject area exam and practice their learning in the field.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** LAE 4464, LAE 4335, five LIT 3000/4000 level courses
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    To prepare students to tutor/teach Advanced Placement English Language and Composition students.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    English

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Keisha McIntyre-McCullough — 09 / 25 / 20 18
(Type name) (Signature)

kemcinty@fiu.edu — 305-348-3230
(Email address) (Phone number)

Chairperson (Dept./Div.) Maria Fernandez — 10 / 25 / 20 18
(Type name) (Signature)

Chairperson (Curr. Comm.) Kenton Harris — 11 / 2 / 20 18
(Type name) (Signature)

College/School Dean Maricel Cigales — 11 / 07 / 20 18
(Type name) (Signature)

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

FLORIDA INTERNATIONAL UNIVERSITY

DEPARTMENT OF TEACHING AND LEARNING

LAE XXXX

Navigating Theory and Practice in the Secondary ELA Classroom (03 Credits)

Semester: Spring 2019

Rationale (*Justification*): The new Florida Teacher Certification Exams, the English Subject Area 6-12 exam being one of them, have brought new competencies based on Common Core which is loosely based on the Advanced Placement English Literature and Language exams as such, it is necessary for English Education students to understand educational and literary theory while learning how to use them in the course of their own practice in the English Language Arts (ELA) classroom. This course, *Navigating Theory and Practice in the Secondary ELA Classroom*, is designed to meet those requirements in an innovative manner; revisiting skills learned in English and Education while practicing those skills with Advanced Placement English students.

FLORIDA INTERNATIONAL UNIVERSITY

DEPARTMENT OF TEACHING AND LEARNING

LAE XXXX

Navigating Theory and Practice in the Secondary ELA Classroom (03 Credits)

Semester: Spring 2019

Course Objectives: Students will be able to

- Understand how theory and pedagogy are intertwined
- Synthesize knowledge gained in school through practical experience by revisiting English 6-12 skills, education theory, and critical approaches to literature
- Tutor Advanced Placement (AP) students in AP English Language and Composition using the skills learned;
- Observe and analyze an AP English Literature and Composition course
- Reflect weekly in writing, connecting theory and practice for teaching English/Language Arts
- Receive and reflect on bimonthly feedback from an Advanced Placement English Language student about their knowledge and teaching practice
- Apply knowledge of curriculum and pedagogy in an ELA classroom
- Develop test-taking strategies

Learning Outcomes: To apply knowledge of curriculum and pedagogy in the ELA classroom. To understand how to tutor and teach a specific population and specific core content (Advanced Placement English Language and Composition and Advanced Placement English Literature and Composition.

Why Does This Course Matter?

This course is integral in assisting you in understanding how merge pedagogical and theoretical knowledge. It also allows you to understand the Advanced Placement curriculum in English Literature and English Language, classes where mostly seasoned educators in schools are given the opportunity to teach. Understanding the curriculum and assisting AP students will provide an additional boost to your knowledge- base and an incentive in the career market. Additionally, tutoring advanced students is not a skill taught in most universities, the norm when applied is usually with students who are in remedial or lower level courses.

How Will This Course Help You to Succeed?

The course is using the Advanced Placement curriculum, literature and language study and the application of these concepts to underscore your learning. Similar elements are on the state educator assessment in English and you will be required to teach this type of writing in your own English courses. The tasks required on the exam and in the ELA classroom are in essence, to understand curriculum and how to teach that curriculum. By working on AP curriculum, reflecting, observing, and tutoring, you will be given an opportunity to process your knowledge and meaning making in different ways. This is the constructivist approach to teaching. The

constructivist tenets that underscore the class are the following: (1) knowledge is a network concept, it builds and is interconnected; (2) knowledge is socially constructed. For learning to take place there must be some interaction between students; (3) Learning is situated and the tasks must be authentic. The context is of high importance and students must be involved in real-world tasks; and finally, (4) The teacher's role is to scaffold and transfer. The teacher builds on prior knowledge and the learning transfers from teacher to student and from context to context (Good and Brophy, 1995). As such, this course will utilize the gradual release model of instruction; I do-We do-You do.

What texts do you have to buy?

For this class, you will ***NOT*** purchase a text, all materials will be provided for you. **You will only be required to retake the exam in April and provide a copy of your scores as soon they have been provided.**

Course Resource Texts

Advanced Placement English Language and Composition (Acorn) Course Description

http://media.collegeboard.com/digitalServices/pdf/ap/ap-english-language-and-composition-course-description.pdf

Advanced Placement English Literature and Composition (Acorn) Course Description

http://media.collegeboard.com/digitalServices/pdf/ap/ap-english-literature-and-composition-course-description.pdf

Jasper, K. M. (2017). FTCE English 6-12: NavaED: Everything you need to Slay the English 6-12 Exam

FTCE English 6-12 Practice Questions: FTCE Practice Tests & Exam Review for the Florida Teacher Certification Examinations

How will you succeed in this course?

To succeed in this course you will need to first attend EVERY class session. The sessions are in three week cycles that build upon each other (reading analysis, writing analysis, and an intersection of the two). You will not be able to do the other assignments (observe, tutor, and reflect) if you miss the actual lecture and application session. The second task that is required is to observe an AP English Literature course for one hour, using the information gained in your class session to drive your observations. Consider what you are learning and the context of what the educator is practicing. If possible discuss your thoughts with the educator. Third, you will use the knowledge gained in class and in observations to tutor AP English Language students for one hour. Do the best job possible because AP students are very demanding and they will be critiquing your performance every two weeks. This will be a learning process for both of you. Finally, after learning, observing, and tutoring, you will reflect on the process, the knowledge gained, what more you need to grow, among other elements. In this stage, you will really need to think about yourself as a learner and a future educator. If all these things are accomplished, you will succeed in the class, gain new knowledge, and be a well-rounded ELA educator.

How will I evaluate your progress?

Your progress will be evaluate based on your work in class, your observations, your reflections, and your critiques. An additional twenty points will be added each week based on my evaluation.

Assignments	Points per Week
In class work	20
Observations	20
Tutoring	20
Reflections	20
Professional Judgement	20
Total per Week	**100**

***The total of 14 week times 100 is 1400.**

Grades are based on the following criteria

Grades	Points
A	1400-1260
B	1259-1120
C	1119-980
D	979-840
F	839-0

Grading Scale:

An ***A*** in this course will be characterized by outstanding commitment to developing new understandings of what it means to be an English teacher. This commitment will be evidenced by completing all assignments in an exemplary manner and fully participating in all individual and collaborative discussions and activities. **An *A* in this course requires successful completion of all Learning Activities with no more than TWO absences. *An A will equal 90% or higher.***

A ***B*** in this course will be characterized by honest and satisfactory commitment to developing new understandings of what it means to be an English Language Arts teacher. This commitment will be evidenced by satisfactory completion of all assignments and fully participating in individual, collaborative, and Web-based discussions and activities. A ***B*** **in this course requires successful completion of all Learning Activities with no more than THREE absences.** A **B in this course will equal between *71% and 89% of the total.***

A *C* in this course requires successful completion of all Learning Activities with no more than FOUR absences. A C will equal 70% of the course's total.

Students on the path to earning grades of D or F will be counseled to withdraw from the course. *Assignments posted after their due dates will receive reduced credit.*

Drop (DR) Grade

In order to receive a grade of "DR" (Drop), a course must be dropped in accordance with the FIU calendar deadline for the given term. Go to http://onestop.fiu.edu/academic-calendar/Academic%20Calendar%20Archives/2014-2015%20Academic%20Calendar.pdf for the FIU's current academic calendar.

Incomplete (In) Grade
FIU Policy for Incompletes (See http://academic.fiu.edu/polman/sec16web.htm for complete policy): An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete grade must be made up within two semesters or it will automatically default to the grade that the student earned in the course. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete.

For this course, documentation of the serious interruption must be provided by the candidate to support the request for an incomplete grade. Further, for the instructor to consider awarding an incomplete, the candidate must have half of the work for the course completed and have a course grade of C or above.

Competencies and Skills

Competency 1—Knowledge of the effective use of the English language at the postsecondary level

1. Identify and analyze influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
2. Identify and apply standard English grammar and usage with proficiency.
3. Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency.
4. Identify and distinguish the effective use of sentence variety.
5. Identify and select appropriate reference materials to determine the meaning of a word, its pronunciation (e.g., homonyms, homophones), part of speech, synonyms and antonyms, and etymology.
6. Determine and apply the connotation and denotation of key words.
7. Identify and analyze the structure and meaning of words according to their word parts (i.e., prefixes, root words, and suffixes).
8. Identify and interpret figurative language (e.g., idioms, figures of speech).
9. Identify and use general academic and domain-specific language.
10. Identify and apply methods of effectively assessing language skills.
11. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach language skills.

Competency 2—Knowledge of effective writing skills

1. Differentiate among various forms of writing (e.g., expository, narrative, persuasive, argumentative) in various texts.
2. Analyze arguments for evidence of logical reasoning and applicable, adequate support.

3. Identify and analyze effective organizational and stylistic choices in various forms of writing.
4. Identify and apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, proofreading, and publishing).
5. Differentiate and select appropriate forms of technology to enhance the writing process.
6. Identify and assess meaningful feedback to student writing.
7. Identify and apply strategies to instruct students in the selection and evaluation of relevant and reliable information from various resources.
8. Identify and apply knowledge of the research process (e.g., gathering relevant information, synthesizing, paraphrasing, citing information, avoiding plagiarism).
9. Identify audience and purpose and differentiate how they impact language and writing.
10. Identify and apply methods of effectively assessing writing skills.
11. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach writing skills.

Competency 3—Knowledge of literacy processes across genres

1. Analyze and apply techniques to understand levels of text complexity.
2. Evaluate effective strategies to teach analysis of texts (e.g., imagery, semantic and syntactic structures, diction).
3. Select effective strategies to construct meaning from texts.
4. Analyze and apply techniques to understand levels of text readability (e.g., quantitative and qualitative methods).
5. Determine the meaning of a word, phrase, paragraph, or text based on its context.
6. Identify and apply appropriate strategies (e.g., choral reading, readers' theater) to promote fluency (e.g., accuracy, prosody).
7. Identify and determine how text structure (e.g., compare-contrast, cause and effect, chronological) impacts comprehension.
8. Analyze reading performance to determine where a student falls on the reading continuum (i.e., frustration, instructional, independent).
9. Identify and apply methods of effectively assessing literacy processes.
10. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach literacy processes.

Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts

1. Analyze various literary and rhetorical devices (e.g., symbolism, style, allusion, irony, foreshadowing, tone, figurative language, syntax).

2. Evaluate the characteristics of various genres (e.g., drama, biography, speeches).
3. Evaluate the characteristics of various texts within and across literary movements.
4. Select a variety of methods for assessing the understanding of fiction, nonfiction, and informational texts.
5. Evaluate various texts using a range of critical approaches (e.g., gender, sociological).
6. Evaluate the characteristics of various texts within and across historical time periods.
7. Identify and differentiate among a range of historical and contemporary authors and speakers (e.g., American, Latin American, Asian, African, British) within and across time periods and genres.
8. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach fiction, nonfiction, and informational texts.

Competency 5—Knowledge of critical responses to media

1. Identify and apply effective techniques and technologies for listening, viewing, speaking, and presenting.
2. Analyze media to evaluate meaning, intent, effect, and technique.
3. Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach listening, viewing, speaking, and presenting.
4. Identify and apply methods of effectively assessing listening, viewing, speaking, and presenting.

Written Performance Section

Competency and Skills

Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection

1. Demonstrate the ability to organize ideas around a clear and coherent thesis statement.
2. Incorporate relevant details and ample textual evidence to support the thesis statement.
3. Demonstrate proficient use of postsecondary level standard written English (e.g., varied word choice and syntax, semantics, language conventions).
4. Use appropriate style to enhance the reader's interest and understanding.

Assignment Details

Assignment	Description	Deadlines
In Class Assignments	Application of in-class knowledge	Weekly
Observations	Observe an AP English Literature course, questions will be provided	Weekly

Tutoring	Tutor AP English Language student(s) using the knowledge and information provided in class.	Weekly
Critique	AP student critiques your performance	Biweekly
Reflection	Reflect on your learning and teaching.	Weekly
Professional Judgement	Used to assist students	Weekly

How should you prepare for the course?

The preparation needed to take this course would be to take all your English Education and English courses. You should be a Junior or Senior.

What if I miss class?

If you miss class, you will have to schedule a time to make-up the session, all two plus hours within that week and make up the other assignments as well. If you have missed more than one session, this may prove overwhelming and you may need to drop the course.

What if I Miss a Deadline?

You will be allowed one opportunity to miss a deadline. After that, you will be penalized by each day missed, 5 points will be deducted from your assignment per day missed.

Academic Integrity

SEHD Computer Lab
Mac Lab ZEB 163 (alarmed)
PC Lab ZEB 165
Limited availability depending on whether a class is in there
305-348-6134

University Requirements (Code of Academic Integrity; Student Code of Conduct; Undergraduate Academic Misconduct Definitions and Procedures; and, Students with Disabilities)

Code of Academic Integrity
Introduction
This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge
As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Student Code of Conduct (FIU-2501)

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at http://www2.fiu.edu/~sccr/.

Standards of Student Conduct [See all standards at http://www2.fiu.edu/~sccr/]
(1) Student Code of Standards
A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

Academic Misconduct Definitions and Procedures

Introduction

Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

Definition of Academic Misconduct

Academic misconduct is defined as the following intentional acts or omissions committed by any FIU student:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Plagiarism: The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

Bribery: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

Statement on Plagiarism

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students

are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Additional Assistance

Center for Excellence in Writing, writingcenter.fiu.edu, GL 120 Open Monday-Thursday 9:00-8:00 and Friday 9:00-5:00. The CEW can help you brainstorm, draft, revise, or polish your written work.

Center for Academic Success, undergrad.fiu.edu/cas/learning-center, GL 120 Open Monday-Thursday 8-8 and Friday 8-5. Tutoring assistance begins at 9:00 each day on both campuses. CAS can assist you with reading skills, study techniques, and grammar.

Disability Resource Center, studentaffairs.fiu.edu/student-success/disability-resource-center. Open Monday-Thursday 8-6 and Friday 8-5, GC 190 If you need accommodations, you have a right to have these met, so it's best to visit the DRC and notify instructors as soon as possible.

Counseling and Psychological Services, SHC 270 http://studentaffairs.fiu.edu/wellness/counseling-and-psychological-services/ Open Monday-Tues 8-6:30 and Weds-Fri 8-5pm; Same-day consultations Mon-Thurs 10-3 and Friday 11-3. If you are experiencing stress, depression, grief, or trauma, please take advantage of the counseling assistance at FIU.

Student Food Pantry, DM 166 (second location at BBC; see website) http://studentaffairs.fiu.edu/get-support/student-food-pantry Open Monday 12-3pm; Tues. 2-5:30pm; Weds. & Thurs. 2-5pm

Schedule

Gradual Release Model: I Do, We Do, You Do, We Do, You Do

Weeks/Competencies	Assignments (Major Topics)	Educator Meetings/AP Student Critique
1-January 8, 2019 *Competency 3-Knowledge of literacy processes across genres* *Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts* *Competency 5—Knowledge of critical responses to media* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Reading Analysis: Structure & Form** **Theory:** *Vygotsky's Zone of Proximal Development (Cognitivist)* ***Critical Approaches to Literature**: Mimetic* How to annotate Chronological Analysis (Poetry, fiction, non-fiction, media) Free verse, sonnets (Petrarch & Shakespeare), Metaphysical Poets, Sestinas, short story, drama, novel, diary, essays, speeches Historical context, author, news, media, pop culture, politics Text: Acorn Book Questions **HW: Observations and Reflections due Friday**	
2-January 15, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills* *Competency 5—Knowledge of critical responses to media* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Writing Analysis: Structure & Form** Chronological Analysis Assertion Evidence Commentary Grammar (colon, semicolon, AWWUBUS/FANBOYS) Details, Refutation, Conclusion Using First/Third Person, Look to the Future, Ask a Question, Do Something, Revisit the Anecdote Writing: Synthesis Essay-Acorn Book **HW: Observations and Reflections due Friday**	Meeting/Critique
3-January 22, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills* *Competency 3-Knowledge of literacy processes across genres* *Competency 5—Knowledge of critical responses to media*	Bridge: Review Analysis & Writing **HW: Observations and Reflections due Friday**	
4-January 29, 2019 *Competency 3-Knowledge of literacy processes across genres* *Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts* *Competency 5—Knowledge of critical responses to media* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Reading Analysis: Style & Purpose** **Theory: Motivation (***Extrinsic and Intrinsic-Behaviorist)* ***Critical Approaches to Literature:** Objective* Terms: imagery, metaphor, irony, diction, syntax, anaphora, synecdoche, juxtaposition, antithesis, paradox, simile, motif, conceit, parallel structure, audience, purpose, logos, ethos, pathos Rhetorical Mode: Comparison Contrast, Cause Effect, Argument, Narration, Description Strategy: SOAPS How to read/cite footnotes, citations... Text: Acorn Book Questions	Meeting/Critique

	HW: Observations and Reflections due Friday	
5-February 5, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Writing Analysis: Style & Purpose** Rhetorical Analysis Literary Analysis Chronological Analysis Assertion Evidence Commentary Thesis Adjectives Use SOAPS How to write using citations/footnotes **HW: Observations and Reflections due Friday**	
6-February12, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills* *Competency 3-Knowledge of literacy processes across genres*	**Bridge: Review Style & Purpose** **HW: Observations and Reflections due Friday**	Meeting/Critique
7-February 19, 2019 *Competency 3-Knowledge of literacy processes across genres* *Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts* *Competency 5—Knowledge of critical responses to media* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Reading Analysis: Theme** **Theory: Constructivist** ***Critical Approaches to Literature:*** *Pragmatic* Q3 Lit Different Themes Satire Irony Parody Hyperbole Understatement Text: Acorn Book **HW: Observations and Reflections due Friday**	
8-February 26, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Writing Analysis: Theme** Q3 Lit Q2 Lang AEC Chronological Analysis Choose a Mode **HW: Observations and Reflections due Friday**	Meeting/Critique
9-March 5, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills* *Competency 3-Knowledge of literacy processes across genres*	**Bridge: Review Theme** **REGISTER FOR SAE** **HW: Observations and Reflections due Friday**	
10-March 19, 2019 *Competency 3-Knowledge of literacy processes across genres* *Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts* *Competency 5—Knowledge of critical responses to media* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Reading Analysis: Tone** **Educational Psychology** *(Emotional/Social/Spiritual/Mental Health)* ***Critical Approaches to Literature****: Expressive* Strategy: DIDLS/SOAPSTone Tone Words Text: Barron's Diagnostic Test **HW: Observations and Reflections due Friday**	Meeting/Critique
11-April 2, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills*	**Writing Analysis: Tone** AEC Chronological Analysis Choose a Mode Text: Barron's Diagnostic Test **HW: Observations and Reflections due Friday**	**Invitations for Conference**
12-April 9, 2019	**Bridge: Review Tone**	Meeting/Critique

Competency 1—Knowledge of the effective use of the English language at the postsecondary level *Competency 2—Knowledge of effective writing skills* *Competency 3-Knowledge of literacy processes across genres*	**HW: Observations and Reflections due Friday**	
13-April 16, 2019 *Competency 1—Knowledge of the effective use of the English language at the postsecondary level* *Competency 2—Knowledge of effective writing skills* *Competency 3-Knowledge of literacy processes across genres* *Competency 4—Knowledge of a wide range of fiction, nonfiction, and informational texts* *Competency 5—Knowledge of critical responses to media* *Competency 6—Demonstration of the ability to respond critically through an analysis of a literary selection*	**Theory vs. Practice Discussion** **Test Taking Practice Exams** Score and Review **HW: Observations and Reflections due Friday**	
14-April 23, 2019	**Test Taking/Exam** **EXAM for FIU STUDENTS /Tentative Score** **HW: Observations and Reflections due Friday**	Meeting/Critique Teacher Reflections
May 15, 2019	AP English Language Exam Analyze Critiques/Reflections	
June	Analysis of Subject Area Exams	
July	AP Scores due	
August	Conference	

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Psychology

2. PSB | 5 | | | 3 — **CIP Code** *(Leave this blank):* _____

   Alpha Prefix | 1st Digit | Last 3 Digits | "C"-lec-lab "L"-Lab | Cr. Hrs.

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Visual & Visuospatial Cognitive Neuroscience

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Vis&Visuospatial CogNeuro

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Psychobiology

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Survey of contemporary visual cognitive neuroscience research; covers visual representation, how cognitive processes operate on such representation via interaction of visual and non-visual brain areas

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    Describe functional organization of visual cortex and how it represents objects; explain how visual cortical representations support cognition; explain how cognition may operate on visual cortex

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    N/A
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** (No) Yes

PROPOSAL REQUESTED BY:

Faculty Contact Fabian Soto — 10 / 22 / 20 18
(Type name) (Signature)
fabian.soto@fiu.edu — 305-348-8423
(Email address) (Phone number)

Chairperson (Dept./Div.) Jeremy Pettit — 10 / 22 / 20 18
(Type name) (Signature)

Chairperson (Curr. Comm.) Kenton Harris — 11 / 2 / 20 18
(Type name) (Signature)

College/School Dean Maricel Cigales — 11 / 07 / 20 18
(Type name) (Signature)

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

COURSE JUSTIFICATION (Justification for new experimental number for Spring 2019)

The department of Psychology would like to add this course to the curriculum for the Cognitive Neuroscience Ph.D. program. However, the course will require an experimental number to run in Spring 2019 as it will not have an official designation in the catalog before then. All students in the Cognitive Neuroscience Ph.D. program are highly encouraged to take this course and there are currently students waiting to add the course to their Spring 2019 schedules.

COURSE OBJECTIVES

The course will have the format of a seminar, with instructor and students engaging in a discussion around a given topic and selected readings. By the end of this course, students should be able to: (1) describe the functional organization of visual cortex and how object information is represented and transformed in visual cortical areas; (2) explain how such visual representations support higher-level cognition and behavior; (3) explain the mechanisms by which cognitive processes implemented in higher-level brain areas may operate on visual cortical representations and modify them.

PSB XXXX: Visual and Visuospatial Cognitive Neuroscience

Instructor:	Fabian A. Soto
	Department of Psychology
Office:	AHC4 460
Phone:	305-348-8423
E-mail:	fabian.soto@fiu.edu
Office Hours:	By appointment only

NOTE: There might be changes to this syllabus (in particular, to the schedule below) throughout the semester.

DESCRIPTION: At the heart of the study of human cognition are the questions of how information about the world is represented and transformed by the brain. Visual cognitive neuroscience is arguably the area in which research has advanced most toward answering such questions, and this course provides a survey of that research. The first half of the course will focus on visual representation. In particular, we will discuss how information about objects and scenes is represented in the visual cortex. Emphasis will be placed on the processing of face information, as more is known about how the human brain processes faces than any other visual object. Furthermore, faces are particularly useful for translational research, as they are important for social interaction and their perception is impaired in many psychological and neurological disorders. The second half of the course focuses on how cognitive processes operate on visual representations through the interaction of visual cortex and other brain areas (e.g., associative cortex, basal ganglia). The course will have the format of a seminar, with instructor and students engaging in a discussion around a given topic and selected readings.

PREREQUISITES: This course assumes basic knowledge about visual perception, cognitive psychology, and cognitive neuroscience. An undergraduate background in psychology or neuroscience, including introductory courses in sensation and perception, cognition and neuroscience, should cover such basic prerequisites. Most of this is also covered in EXP 5667 Cognitive Neuroscience. You can pass this course without such background, but understanding the readings might take you a extra work, time and research.

GOALS AND LEARNING OUTCOMES: By the end of this course, you should be able to: (1) describe the functional organization of visual cortex and how object information is represented and transformed in visual cortical areas; (2) explain how such visual representations support higher-level cognition and behavior; (3) explain the mechanisms by which cognitive processes implemented in higher-level brain areas may operate on visual cortical representations and modify them.

READINGS: There is no textbook required for this course. Readings will consist of scientific articles from peer-reviewed journals, literature reviews and book chapters. All readings will be posted in PDF form on the course's Canvas page.

ELECTRONIC DEVICES POLICY: Feel free to bring electronic devices to the classroom, as long as you use them exclusively to aid your learning and for class-related activities.

GRADING POLICY (Read this section twice!): Your grade will be calculated in the following way:

- **Discussion questions (20% of your final grade):** Each week you should submit one discussion question (to fabian.soto@fiu.edu) about each reading assigned for that week. The question should be specific and show that you have read the material and thought about it critically. For example, a question like "Can you explain what the author means in paragraph 3 of page 200?" is a bad question and I would not count it toward your grade. A good question would show that you read the material and are thinking critically about it. **Questions are due at 11:59 pm on Thursday each week.** Late questions will not receive points.

- **Participation score (30% of your final grade):** You will receive a participation score each week. Each time you make a "meaningful intervention" in the discussion, you will receive 1 point. Here "meaningful" means that your intervention advances the discussion in some way; for example, by bringing up an important point. Some interventions will not gain you any points. For example, clarification questions about the readings (e.g., "I don't understand what paragraph 3 means"), statements that describe something in the readings (e.g., "that's in the methods section, page 134..."), or simply stating your discussion question for the week will not gain you any points. Here are examples of good interventions: bringing up flaws of logic or method in the readings, linking the readings to something you know about in your own research, linking the readings to something that you have learned about in other courses, bringing up updated information about the research that we are discussing, etc. You must obtain 20+ points by the end of the semester to get a perfect participation score.

- **Paper presentations / leading discussion (20% of your final grade):** Depending on the number of students in the course, you will be expected to lead discussion about one or more papers 2-5 times during the semester. This responsibility includes leading the discussion of questions brought up by other students (see first point above).

- **Final paper (30% of your final grade):** Each student must write a final paper that is due during finals week (see schedule below). The paper should be related to the topics covered during this class, but focusing on an area that is particularly interesting to you and/or your own research. For example, you can pick the topic of "visual working memory" and add one of the following twists:

  - "The cognitive neuroscience of visual working memory and philosophy of mind"
  - "Development of the brain substrates of visual working memory"
  - "Personal differences in visual working memory and its neural substrates"
  - "Neuropsychiatry of visual working memory"
  - "Neurocomputational models of visual working memory"

  This list is not exhaustive. You can pick any topic as long as it is related to visual cognitive neuroscience and it is something that interests you. The paper should have the format of a short selective review, like those appearing in the *Trends* journals. The review does not have to be comprehensive (i.e., there is no need to cover everything that exists on the topic). With that being said, it is nearly impossible to think clearly about a topic without a good understanding of the previous literature, so your reading list should cover the basics and the structure of the paper should be well-thought-out. You should include a conclusion section, with your evaluation of the progress in the field and what is needed for the field to move forward in the future.

Grading scale: Your final letter grade will be computed using the following grading scale:

Letter grade	Points per credit hour	Percentage	
A	4.00	93.00%	100.00%
A-	3.67	90.00%	92.99%
B+	3.33	87.00%	89.99%
B	3.00	83.00%	86.99%
B-	2.67	80.00%	82.99%
C+	2.33	77.00%	79.99%
C	2.00	70.00%	76.99%
D	1.00	60.00%	69.99%
F	0.00	0.00%	59.99%

ATTENDANCE: Attendance is not mandatory. However, participation will be evaluated during each of our meetings (see above), so you should understand that several absences will necessarily affect your final grade.

MISCELLANEOUS:

Academic integrity: Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Please take the time to inform yourself about FIU's code of academic integrity, and about the Graduate Academic Misconduct Definitions and Procedures. For more information, visit the following website: http://integrity.fiu.edu/misconducts.htmlduct.html

A note on the nature of the covered material: At some points in the course we must deal with topics that some individuals might find sensitive or embarrassing (e.g., mental health problems, evolution, etc.). Please reconsider your decision to take this class if you are unwilling to examine these topics in an objective, scientific manner.

Decorum: You have the right to expect a classroom that enables you to learn. You have the responsibility to help create such a classroom environment. Please treat others in the class and the instructor with respect. Please do not disrupt those around you with idle conversation. Please **turn off your cell phone and avoid web-browsing during class**; both of these can be really distracting to those in class that are interested in the material.

Observance of religious holidays: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify the instructor with at least two weeks in advance. The student is responsible for any material covered during the excused absence, for submitting discussion questions related to the readings covered during the absence, and for bringing up his/her participation score to make up for the absence. However, the student will be permitted a reasonable amount of time to make up any work missed.

Sexual Harassment, Nondiscrimination, Educational Equity: All members of the University Community are entitled to study and work in an atmosphere free from illegal discrimination. Florida International University's equal opportunity policy prohibits discrimination against students and employees on the basis of their race, color, creed, age, disability, sex (including sexual harassment), religion, marital status, national origin, or sexual orientation. Under the policy, it does not matter whether the discrimination was intended or not; the focus is on whether students or employees have been treated differently or subjected to intimidation, or a hostile or offensive environment as a result of their belonging to a protected class or having a protected status. Sexual harassment includes unwelcome physical contact of a sexual nature, overt or implied threats to induce performance of sexual favors, verbal harassment, use of sexually suggestive terms, or display or posting of sexually offensive pictures.

Any employee, applicant, or student who believes that he or she may be a victim of unlawful discrimination may file a complaint with the Office of Equal Opportunity Programs. For more information, visit http://hrapps.fiu.edu/index.php?name=equal_opportunity_programs.

Students with disabilities: The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190. For more information, visit the DRC website: http://drc.fiu.edu/index.html.

SCHEDULE OF TOPICS:

Topic	Assigned readings

		Topic	Assigned readings
Jan	11	**Introduction**. Review of the anatomy of the visual system. Early visual processing. Tools to study visual representation through neuroimaging.	Burbank, K. S., & Kreiman, G. (2012). Introduction to the Anatomy and Function of Visual Cortex. *Visual Population Codes: Toward a Common Multivariate Framework for Cell Recording and Functional Imaging*, 477. Wandell, B. A., & Winawer, J. (2011). Imaging retinotopic maps in the human brain. *Vision research, 51(7)*, 718-737.
Jan	18	**Hierarchical processing in the visual system.** How does the ventral stream achieve selectivity for complex visual features? How does the ventral stream achieve invariance across irrelevant visual features?	Grill-Spector, K., & Malach, R. (2004). The human visual cortex. *Annual Review of Neuroscience, 27*, 649-677. Serre, T., Oliva, A., & Poggio, T. (2007). A feedforward architecture accounts for rapid categorization. *Proceedings of the national academy of sciences, 104(15)*, 6424-6429. Kriegeskorte, N. (2015). Deep neural networks: a new framework for modeling biological vision and brain information processing. *Annual review of vision science, 1*, 417-446.
Jan	25	**The organization of high-level visual cortex.** Bestiary of functionally-defined visual cortical areas.	Kanwisher, N. & Dilks, D. (2013). The Functional Organization of the Ventral Visual Pathway in Humans. In Chalupa, L. & Werner, J. (Eds.), The New Visual Neurosciences. Grill-Spector, K., & Weiner, K. S. (2014). The functional architecture of the ventral temporal cortex and its role in categorization. Nature Reviews Neuroscience, 15(8), 536. Chan, A. W. Y. (2013). Functional organization and visual representations of human ventral lateral prefrontal cortex. Frontiers in psychology, 4, 371.
Feb	1	**The organization of high-level visual cortex.** How visual areas work together in networks. Face recognition network.	Bernstein, M., & Yovel, G. (2015). Two neural pathways of face processing: a critical evaluation of current models. Neuroscience & Biobehavioral Reviews, 55, 536-546. Kornblith, S., & Tsao, D. Y. (2017). How thoughts arise from sights: inferotemporal and prefrontal contributions to vision. Current opinion in neurobiology, 46, 208-218.
Feb	8	**How is object information encoded in higher-level visual areas?** Shape vs semantic content. Distributed vs localized representations.	Baldassi, C., et al (2013). Shape similarity, better than semantic membership, accounts for the structure of visual object representations in a population of monkey inferotemporal neurons. PLoS computational biology, 9(8), e1003167. Andrews, T. J., Watson, D. M., Rice, G. E., & Hartley, T. (2015). Low-level properties of natural images predict topographic patterns of neural response in the ventral visual pathway. Journal of Vision, 15(7), 3-3. Huth, A. G., Nishimoto, S., Vu, A. T., & Gallant, J. L. (2012). A continuous semantic space describes the representation of thousands of object and action categories across the human brain. Neuron, 76(6), 1210-1224.
Feb	15	**How is object information encoded in higher-level visual areas?**Norm-based vs. multichannel narrow-band population codes. Configural/holistic processing. Independent/invariant processing.	Chang, L., & Tsao, D. Y. (2017). The code for facial identity in the primate brain. Cell, 169(6), 1013-1028. Ramírez, F. M. (2018). Orientation Encoding and Viewpoint Invariance in Face Recognition: Inferring Neural Properties from Large-Scale Signals. The Neuroscientist.

		Topic	Assigned readings
Feb	22	**What determines visual brain area selectivity?** Content vs processing. Specialized vs general processes. The role of connectivity.	Mahon, B. Z., & Caramazza, A. (2011). What drives the organization of object knowledge in the brain?. *Trends in cognitive sciences, 15(3)*, 97-103. Osher, D. E., et. al. (2015). Structural connectivity fingerprints predict cortical selectivity for multiple visual categories across cortex. *Cerebral Cortex, 26(4)*, 1668-1683. Saygin, Z. M., et. al. (2016). Connectivity precedes function in the development of the visual word form area. *Nature Neuroscience, 19(9)*, 1250.
Mar	1	**Top-down influences in visual cognition.** Re-entrant projections and their function.	Gilbert, C. D., & Li, W. (2013). Top-down influences on visual processing. Nature Reviews Neuroscience, 14(5), 350. Summerfield, C., & De Lange, F. P. (2014). Expectation in perceptual decision making: neural and computational mechanisms. Nature Reviews Neuroscience, 15(11), 745. Roelfsema, P. R., & de Lange, F. P. (2016). Early visual cortex as a multiscale cognitive blackboard. Annual review of vision science, 2, 131-151.
Mar	8	**Visual attention.**	Ling, S., Jehee, J. F., & Pestilli, F. (2015). A review of the mechanisms by which attentional feedback shapes visual selectivity. Brain Structure and Function, 220(3), 1237-1250. Sprague, T. C., Saproo, S., & Serences, J. T. (2015). Visual attention mitigates information loss in small-and large-scale neural codes. Trends in cognitive sciences, 19(4), 215-226. Cukur, T., et. al. (2013). Attention during natural vision warps semantic representation across the human brain. Nature neuroscience, 16(6), 763.
Mar	15	Spring break. No class.	
Mar	22	**Visual working memory.**	Miller, E.K., Lundqvist, L., and Bastos, A.M. (2018) Working Memory 2.0 Neuron, in press Serences, J. T. (2016). Neural mechanisms of information storage in visual short-term memory. Vision research, 128, 53-67. Sreenivasan, K. K., Curtis, C. E., & D'Esposito, M. (2014). Revisiting the role of persistent neural activity during working memory. Trends in cognitive sciences, 18(2), 82-89.
Mar	29	**Perceptual decision making and value learning.**	Gold, J. I., & Heekeren, H. R. (2014). Neural mechanisms for perceptual decision making. In Neuroeconomics (Second Edition) (pp. 355-372). Gottlieb, J., Hayhoe, M., Hikosaka, O., & Rangel, A. (2014). Attention, reward, and information seeking. Journal of Neuroscience, 34(46), 15497-15504. Serences, J. T., & Saproo, S. (2010). Population response profiles in early visual cortex are biased in favor of more valuable stimuli. Journal of neurophysiology, 104(1), 76-87. Goltstein, P. M., Meijer, G. T., & Pennartz, C. M. (2018). Conditioning sharpens the spatial representation of rewarded stimuli in mouse primary visual cortex. eLife, 7, e37683.

		Topic	Assigned readings
Apr	5	**Categorization and conceptual knowledge.** Neural mechanisms of visual categorization. Influence of categorization and conceptual knowledge on visual processing.	Seger, C. A., & Miller, E. K. (2010). Category learning in the brain. Annual review of neuroscience, 33, 203-219. Freedman, D. J., & Assad, J. A. (2016). Neuronal mechanisms of visual categorization: an abstract view on decision making. Annual review of neuroscience, 39, 129-147. Collins, J. A., & Olson, I. R. (2014). Knowledge is power: How conceptual knowledge transforms visual cognition. Psychonomic Bulletin & Review, 21(4), 843-860.
Apr	12	**Episodic memory.** Visual cortical representation reinstatement during memory retrieval.	Hutchinson, J. B., & Turk-Browne, N. B. (2012). Memory-guided attention: Control from multiple memory systems. Trends in cognitive sciences, 16(12), 576-579. Xue, G. (2018). The Neural Representations Underlying Human Episodic Memory. Trends in cognitive sciences. Bosch, S. E., Jehee, J. F., Fernández, G., & Doeller, C. F. (2014). Reinstatement of associative memories in early visual cortex is signaled by the hippocampus. Journal of Neuroscience, 34(22), 7493-7500.
Apr	19	**Conscious perception and awareness.**	Koch, C., Massimini, M., Boly, M., & Tononi, G. (2016). Neural correlates of consciousness: progress and problems. Nature Reviews Neuroscience, 17(5), 307.
Apr	26	Final paper due. No class.	

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. In Which Taught Teaching and Learning

2. SSE (Alpha Prefix) | 3 (1st Digit) | ____ (Last 3 Digits) | ____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Social Science Subject Area Knowledge

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Soc Sci Sub Area Know

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** SSE 3XXX

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This course is a content acquisition course designed to help prepare students with the content they need to be successful in upper-level content courses, as well as in a future teaching career

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** N/A

9. **Corequisite(s):** N/A

10. **Objective(s) of Course:**

    Students will:
    1. Demonstrate a mastery of the 5 Social Science Subject Area Competencies
    2. Develop study and test-taking skills
    3. Demonstrate an attitude of life-long learning

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    The Department of History, The Department of Global and Sociocultural Studies, and The Department of Politics and International Relations

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** (No) Yes

PROPOSAL REQUESTED BY:

Faculty Contact Sarah A. Mathews (Type name) — Sarah Mathews (Signature) — 09 / 25 / 2018

samathew@fiu.edu (Email address) — (305) 348-3223 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) — Maria Fernandez (Signature) — 10 / 22 / 2018

Chairperson (Curr. Comm.) Kenton Harris (Type name) — (Signature) — 11 / 2 / 2018

College/School Dean Maricel Cigales (Type name) — (Signature) — 11 / 07 / 2018

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

JUSTIFICATION FOR SSE 3XXX

The Social Studies Education Program within the College of Arts Science and Education's (CASE) Department of Teaching and Learning currently overseas a Secondary Social Studies Education Tract. This tract is applied to three degree programs that are housed within the School of International and Public Affairs (SIPA): The Department of History, The Department of Global and Sociocultural Studies, and The Department of Politics and International Relations. This means that the students earn a degree in the discipline - i.e., History, Political Science, or Geography - while they receive training and certification to teach. Although the students receive a discipline-specific degree, they are certified to teach all of the social sciences at the 6-12 grades - i.e., World and U.S. History, Political Science, Geography, and Economics. When our graduates enter the teaching field they may be assigned to teach any and/or all of this disciplines and they are not currently exposed to all content areas in any of these three programs.

SSE 3XXX was developed, in collaboration with content specialists in SIPA, to help support students completing the Secondary Social Studies Education Tract by exposing students to the content area information they will need to incorporate into their future classrooms. This course will help students master the subject-area competencies they need for certification. Finally, this course will serve as a foundation for the content that students will encounter in their upper-level discipline-specific courses. This proposed new course will serve as a required, three semester-hour, graded, content acquisition course for the majors with the Secondary Social Studies Education tract.

Correspondences of Support from the impacted departments in the School of Information and Public Affairs

Sarah Mathews – Teaching and Learning/Social Studies Education

Mon 10/1/2018 1:30 PM
To:
Tovah Bender;
Ricardo M Gonzalez;
Claudia Page;
Todd Makse;
Maria Fernandez
Cc:
Claudia Page

Dear all,

I wanted to let you know that last week my department approved the new course and the change of create ours for the student-teaching internship. I am preparing the documents to submit to the CASE curriculum committee meeting on Oct. 24.

I think that your proposals need a memo of support from my department chair, Maria Fernandez, and I may need a memo of support from your programs as well. I was told that we could handle this through email.

So please respond to this email and let me know that you approve the following curriculum changes:

1). A new SSE 3XXX course has been proposed to help our students prepare for their teaching certification test and to assess state-mandated content area competencies. (New Course)

2). The new SSE 3XXX wil be added as a required course to the Bachelors in Arts in History, Geography, and Political Science degrees with a track in Social Studies Education. (Program Change)

3). The credits for the SSE 4392 Social Science Student Teaching Internship have been reduced from 9 to 6 credit hours. (Course Change)

4). The change in credit hours for the SSE 4392 Social Science Student Teaching Internship will be implemented into the the Bachelors in Arts in History, Geography, and Political Science degrees with a track in Social Studies Education. (Program Change)

Please let me know if you have any questions or concerns over these proposed changes. If you accept these changes please just respond with an email statement indicating your support.

Thank you again for all of your help with these changes.

Sincerely,

Ricardo M Gonzalez – The Department of Global and Sociocultural Studies

Today, 10:27 AM
Sarah Mathews;
+4 more

Good morning,

My chair, Guillermo Grenier, has signed the form and it is now in the hands of our Curriculum Committee rep, Dennis Wiedman. The documents will be submitted during the next meeting (Bulletin # 2).

Best,

Ricardo

Ricardo M. Gonzalez, Ph.D.
Senior Instructor and Faculty Academic Adviser
Department of Global and Sociocultural Studies
Florida International University
Office: SIPA # 304
Phone: (305) 348-2242
GSS Department: (305) 348-2247
Fax: (305) 348-3605

Tovah Bender – Department of History

Thu 10/11/2018 10:14 AM
To:
Sarah Mathews

Hi Sarah

All is set.

Actually, I've had the department approval and paperwork ready to go since the Bulletin 1 meeting but have been holding it until we are all ready to move for bulletin 2.

Tovah

Todd Makse – The Department of Politics and International Relations

Tue 10/2/2018 6:53 PM
To:
Sarah Mathews

Hi Sarah,
PIR is supportive of these changes.
Best,
Todd

FIU | Education

FLORIDA INTERNATIONAL UNIVERSITY

Course Syllabus
SSE 3XXX Social Science Subject Area Knowledge (3 hours)
Fully Online Course

Professor: Sarah Mathews
Office: ZEB 343B
Office Hours: TBA

Office Phone: 305-348-3223
Email: samathew@fiu.edu

Required Technology Purchase:
Realizeit subscription: Students will be required to purchase a subscription to the Realizeit platform at approximately $50.00 per semester.

Required Text:

Metcalf, C. (2010). FTCE Social Science 6-12 w/ CD-ROM (FTCE Teacher Certification Test Prep. Research and Education Associates.

Course Description:

This course will help prepare students to successfully pass the Social Science Content Area portion of the Florida Teacher Competency Exam (FTCE). The course will be aligned to the Florida Subject Area Competencies for Social Sciences. Each module will cover 2-5 Competencies. As students enter the module they will be asked to complete a pre-assessment. Based on the results of that assessment, students will be directed towards tasks to help them learn the material in that module. After learning the material, students will be asked to complete a post-assessment.

Course Objectives:

Content Outcome - Becoming Stewards of the Disciplines (Knowledge).
Students will demonstrate a mastery of each of the following Subject Area Competencies and an understanding of the subsequent indicators:

1. Sec. 37. Soc. Studies. 1: Knowledge of geography (Assessed)
2. Sec. 37. Social Studies. 2: Knowledge of economics (Assessed)
3. Sec. 37. Social Studies 3: Knowledge of political science (Assessed)
4. Sec. 37. Social Studies 4: Knowledge of world history (Assessed)
5. Sec. 37. Social Studies 5: Knowledge of U.S. history (Assessed)

Process Outcomes - Becoming Reflective Inquirer (Skills). The students will demonstrate the following skills-based objectives:

1. Think metacognitively about the specific social studies content areas they need to review in order to prepare for the FTCE.
2. Develop effective study-skills and test-taking skills

The Dispositions Outcome - *The students will:*

1. Demonstrate a willingness to assess one's own mastery of social studies content knowledge (Reflective Thoughtfulness)
2. Develop an attitude of life-long-learning in the field of education and of the social studies disciplines through the curiosity and passion of this subject matter (Being Inquisitive)

Grading: **Course grades are based on mastery of each module**
In order to receive an A in the course, students will need to master each module by receiving an 80% or above on the post-test for that module. The instructor will take the highest grade earned as the final grade for each module.

A	80% or Higher on all 13 Modules
A-	80% or Higher on 12 Modules (Still 80% Average Overall)
B+	80% or Higher on 11 Modules (Still 80% Average Overall)
B	80% or Higher on 9-10 Modules (Still 80% Average Overall)
B-	80% or Higher on 8 Modules (Still 80% Average Overall)
C	80% or Higher on Less than 8 Modules

Outline of Topics and Tentative Schedule

Week & Module	Competency and Indicators	Resources
Week 1 **Module 1**	**37.1 – Knowledge of Geography** • Soc. Studies. 1.1 Apply the six essential elements of geography. • Soc. Studies. 1.2 Identify the ways natural processes and human-environment interaction shape the Earth's physical systems and features. • Soc. Studies. 1. 3. Identify the ways natural processes and human-environment interactions shape cultural features (e.g., communities, language, technology, political and economic institutions). • Soc. Studies. 1.4. Analyze geographic information from maps, charts, and graphs.	Metcalf: Competency 1.1 – 1.4 (pp. 9 – 22) Watch: Video of 6 Essential Elements of Geography https://study.com/academy/lesson/the-six-essential-elements-of-geography.html Presentation about Maps and

		Projections: https://www.youtube.com/watch?v=SPll4Ww_MuQ
Week 2 **Module 2A**	**Sec. 37.2 - Knowledge of Economics (Part I)** • Social Studies. 2.1: Analyze how scarcity and opportunity cost influence choices about how to allocate resources. • Social Studies. 2.2: Identify how economic systems (e.g., market, command, traditional) answer the three basic economic questions. • Social Studies. 2.3. Analyze the interaction of supply and demand in determining production, distribution, and consumption.	Metcalf: Competency 2.1 – 2.3 (pp. 27 - 37) Watch: Crash Course Economics (YouTube) 1- 9; 11; 24; 27; 31
Week 3 **Module 2B**	**Sec. 37.2 - Knowledge of Economics (Part II)** • Social Studies. 2.4: Analyze how macroeconomic factors (e.g. national income, employment, price stability) influence the performance of economic systems. • Social Studies. 2. 5: Evaluate the role of government, central banking systems, and specialized institution (e.g., corporations, labor unions, banks, stock markets) in market and command economies. • Social Studies. 2.6: Analyze the features of global economics (e.g., exchange rates, terms of trade, comparative advantage, less developed countries) in terms of their impact on national and international economic systems. • Social Studies. 2.7: Evaluate the functions of budgeting, saving, and a credit in a consumer economy.	Metcalf: Competency 2.4 – 2.7 (pp. 38 - 52) Watch: Crash Course US Economics (YouTube) Economics Systems an Macroeconomics; 14 – 16; 25 – 27; 34
Week 4 **Module 3A**	**Sec 37. Social Studies 3: Knowledge of Political Science (Part I)** • Social Studies 3.1: Identify the features and principles of the U.S. Constitution, including its amendments, the separation of	Metcalf: Competency 3.1 – 3.4 (pp. 53 – 86) Watch: Crash Course US

	powers, checks and balances, and federalism. • Social Studies 3.2: Identify the function of U.S. political institutions, including the executive, legislative and judicial branches. • Social Studies 3.3: Identify the effects of voter behavior, political parties, interest groups, public opinion, and mass media on the electoral process in the U.S. • Social Studies 3.4: Identify the elements and functions of state and local governments in the United States.	History Video (YouTube) - The Constitution, the Articles, and Federalism Watch: Crash Course Political Science (YouTube) #1 - 17; 19-22
Week 5 **Module 3B**	**Sec 37. Social Studies 3: Knowledge of Political Science (Part II)** • Social Studies 3.5: Analyze the guiding concepts, principles, and effects of U.S. foreign policy. • Social Studies 3.6: Compare various political systems in terms of elements, structures and function. • Social Studies 3.7: Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities.	Metcalf: Competency 3.5 - 3.7 (pp. 87 – 116) Watch: Crash Course Political Science (YouTube) #23 – 29; 31; 33 - 36
Week 6 **Module 4A**	**Sec 37. Social Studies 4: Knowledge of World History (Part I)** • Social Studies 4.1: Identify characteristics of prehistoric cultures and early civilizations (e.g., Mesopotamian, Egyptian, Indus Valley, Chinese). • Social Studies 4.2: Evaluate the influence of ancient civilizations (e.g., Greek, Roman, Indian, Chinese) on the evolution of modern civilization. • Social Studies 4.3: Identify the major contributions of African, Asian, and Mesoamerican societies before 1500.	Metcalf: Competency 4.1 – 4.3 (pp. 117 - 183) Watch: Crash Course World History (YouTube) #1 - 13
Week 7 **Module 4B**	**Sec 37. Social Studies 4: Knowledge of World History (Part II)** • Social Studies 4.4: Identify the major contributions of the Middle Ages, the Renaissance, and the Reformation period to Western civilization. • Social Studies 4.5: Identify the social, cultural, political, and economic	Metcalf: Competency 4.4 – 4.6 (pp. 184 - 231) Watch: Crash Course World History (YouTube) #1 - 13

	characteristics of African, Asian, and eastern European societies from 1500 to 1900. • Social Studies 4.6: Evaluate the significant scientific, intellectual, and philosophical contributions of the Age of Reason through the Age of Enlightenment.	
Week 8 **Module 4C**	**Sec 37. Social Studies 4: Knowledge of World History (Part III)** • Social Studies 4.7: Identify the causes, effects, events, and significant individuals associated with the Age of Exploration. • Social Studies 4.8: Assess the social, political, and economic effects of the Industrial Revolution. • Social Studies 4.9: Identify the causes, effects, events, and significant individuals associated with the Age of Revolution.	Metcalf: Competency 4.7 – 4.9 (pp. 232 - 255) Watch: Crash Course World History (YouTube) #14 - 25
Week 9 **Module 4D**	**Sec 37. Social Studies 4: Knowledge of World History (Part IV)** • Social Studies 4.10: Evaluate the impact of imperialism and nationalism on global. Social, political, geographic, and economic development. • Social Studies 4.11: Analyze the causes and effects of political transformation and military conflicts in the 20th century. • Social Studies 4.12: Analyze the major contemporary global political, social, economic, and geographic issues and trends. • Sec 37. Social Studies 4.13: Identify major world religions and ideologies.	Metcalf: Competency 4.10 – 4.13 (pp. 256 - 294) Watch: Crash Course World History (YouTube) #29 - 40
Week 10 **Module 5A**	**Sec 37. Social Studies 5 - Knowledge of U.S. History (Part I)** • Sec 37. Social Studies 5.1: Evaluate the impact of the Age of Exploration on the Americas. • Sec 37. Social Studies 5.2: Analyze the social, cultural, political, and economic development of the Americas during the colonial period. • Sec 37. Social Studies 5.3: Identify the causes, significant individuals, and the	Metcalf: Competency 5.1 – 5.4 (pp. 295 - 327) Watch: Crash Course US History Videos (YouTube) #1 – 18; Also Texas and Smuggling

	effects of the events associated with the Revolutionary era. Sec 37. Social Studies 5.4: Identify the causes, significant individuals, and effects of the events associated with the Constitutional era and the early republic.	
Week 11 **Module 5B**	**Sec 37. Social Studies 5 - Knowledge of U.S. History (Part II)** • Sec 37. Social Studies 5.5: Evaluate the impact of westward expansion on the social, cultural, political, and economic development of the emerging nation. • Sec 37. Social Studies 5.6: Identify the social, cultural, political, and economic characteristics of the antebellum period. • Sec 37. Social Studies 5.7: Identify, the causes, significant individuals, and effects of the events associated with the American Civil War and Reconstruction. • Sec 37. Social Studies 5.8: Examine the impact of agrarianism, industrialization, urbanization, and reform movements on social, cultural, political, and economic development in the late 19th and early 20th centuries.	Metcalf: Competency 5.5 - 5.8 (pp. 328 - 360) Watch: Crash Course US History Videos (YouTube) #13, 18 - 29
Week 12 **Module 5C**	**Sec 37. Social Studies 5 - Knowledge of U.S. History (Part III)** • Sec 37. Social Studies 5.9: Evaluate the impact of immigration on social, cultural, political, and economic development in the 19th and early 20th century. • Sec 37. Social Studies 5.10: Identify the causes, significant individuals, and effects of the events associated with the World War I era. • Sec 37. Social Studies 5.11: Identify social, cultural, political, and economic developments (e.g., Roaring Twenties, Harlem Renaissance, Great Depression, New Deal) between World War I and World War II. Sec 37. Social Studies 5.12: Identify	Read Metcalf: Competency 5.9 – 5.12 (pp. 361 - 395) Watch: Crash Course US History Videos (YouTube) #30 - 37

	the causes, significant individuals, and effects of the events associated with the World War II era.	
Week 13 **Module 5D**	**Sec 37. Social Studies 5 - Knowledge of U.S. History (Part IV)** • Sec 37. Social Studies 5.13: Identify the causes, significant individuals, and effects of the events associated with domestic and foreign affairs during the Cold War era. • Sec 37. Social Studies 5.14: Identify the causes, significant individuals, and effects of the events associated movements for equality, civil rights, and civil liberties in the 19th and 20th centuries. • Sec 37. Social Studies 5.15: Identify the causes, significant individuals, and effects of the events associated with cotemporary domestic and foreign affairs. Sec 37. Social Studies 5.16: Identify key individuals, events, and issues related to Florida history.	Read Metcalf: Competency 5.13 – 5.16 (pp. 396 - 445) Watch: Crash Course US History Videos (YouTube) #38 - 47
Week 14	**Review Difficult Modules** Students will review any module where they previously struggled	

Information on University Regulations

Office of Disability:
If you have a disability, you should contact the Disability Resource Center (DRC: 305-348-3532). It is your obligation to contact the DRC and present documentation. After reviewing your documentation, a disability specialist will determine appropriate academic services and accommodations, depending on your functional limitations in the academic setting (http://drc.fiu.edu).

FIU Academic Misconduct Statement
(http://www2.fiu.edu/~baillyj/edu/academicintegrity.html)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found

responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.